



Year Group	6	Term	Summer	Subject	Music	Topic: Body Percussion, Ensemble Play, Composition and Class Performance	
Prior Learning and other Curriculum Links	<p>Year 1: I can discuss feelings and emotions linked to different genres of music</p> <p>Year 2: I can begin to describe a piece of music using my key vocabulary</p> <p>Year 3: -I understand that improvisation is when a composer makes up a tune within boundaries -I can compose a simple piece and write it down then perform it -I am developing my understanding of written notation including crotchets and rests</p> <p>Year 4: -I can use musical language to appraise a piece or style of music -I understand and can explain the definitions for previous and current key vocabulary</p> <p>Year 5: - I can describe pieces of classical music using musical vocabulary</p> <ul style="list-style-type: none"> - I can discuss whether I like a piece of music and say why using appropriate vocabulary - I am further developing my understanding of written notation including crotchets and rests 				Skills statements	<ul style="list-style-type: none"> • Find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities <ul style="list-style-type: none"> Sing in 2 parts with an awareness of being in tune, of other singers in the group and a song's mood Sing and keep a vocal part in 3 to 4 part rounds • Follow the directions of a musical leader and take on the role of leading a group of singers (more able children) • Play more complex instrumental parts accurately and in time <ul style="list-style-type: none"> • Improvise using instruments, body percussion and voice within the context of a song/rhythmic piece • Compose a melody using simple rhythms (based around 6 notes: C, D, E, G, A (C pentatonic scale)) • Identify the musical form of a song/piece of music (e.g. round, rondo) • Identify the names of instruments (both tuned and untuned percussion, orchestral instruments) <ul style="list-style-type: none"> • When listening to a song, comment on tempo, dynamics and texture • Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting • Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions <ul style="list-style-type: none"> • Appraise a performance, discussing what went well and how it could be improved • Discuss music using musical term 	

Fundamentals	<p>Listen: To develop an understanding of the history and context of music and listen with attention to detail at different genres. Recall sounds with increasingly aural memory</p> <p>Understand: Talk about pitch, tempo, duration and dynamics using appropriate vocabulary</p> <p>Appraise (oracy): To appraise a piece of music and compare to other genres using key vocabulary</p> <p>Perform: To play and perform in a solo or ensemble context with some accuracy, control, fluency and expression and to rehearse with others in small groups in a constructive way</p> <p>Improvise: To improvise with increasing confidence using voice, rhythm and pitch</p> <p>Compose: To compose rhythms and melodies accurately to knowledge</p> <p>Notation: To read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves, semiquavers in groups of 2 and 4 using rhythm language</p>	Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> - How to appraise body percussion music - How to create different sounds on the body and compare their timbre - How to compose with body percussion 3/5/7/9 patterns and use these to accompany different songs/rhythm pieces - How to create short rhythms on a music grid and transfer them onto body percussion/untuned/tuned percussion instruments (xylophones, chime bars, glockenspiels, boomwhackers) - How to fluently read rhythms in rhythm language (including rests) and understand that a crotchet is 1 beat, 2 quavers / 4 semiquavers / 2 semiquavers and one single quaver are one beat. - To identify 5 notes of a C pentatonic scale and understand why it is those notes - To hold mallets correctly and be able to play simple melodies using a 2 hand technique on tuned percussion within C pentatonic range. - Perform more complex pieces with joy and expression and being aware of others in the ensemble and offering creative ideas.
Our Curriculum Journey	<p>Journey: We will start this term by exploring the different sounds our hands make on the body and find out how body percussion is next to the voice likely to be the oldest way of music making before instruments were invented! We will look at different clapping sounds and explore rhythm blocks which we can take apart and put together differently creating our own compositions using voice and body sounds. We'll further explore using tuned percussion instruments (xylophones, metallophones, glockenspiels, chime bars and boomwhackers) to play along selected songs and rhythmic pieces. We'll use these instruments to create our own melodies using grid notation. Finally we'll put all our skills together in a class performance project, where children should join in with joy and expression. Throughout the term we'll sing a variety of songs practicing our skills to sing in 3-4 part rounds as well as 2 part songs.</p>		
Key Vocabulary (revisited)	<ul style="list-style-type: none"> • Rhythm • Rhythm terms including Quavers, Crotchets, Semiquavers, Minims, Semibreves, Dotted Crotchets • Musical styles • Untuned instruments • Tuned instruments 	Key Vocabulary (new)	Body Percussion Body Music Body Drumming Rhythm Blocks (0, 1, 3, 5, 7) after Keith Terry Downbeat Upbeat Pentatonic Scale

- Solo
- Ensemble
- Formal written notation
- Voice
- Staves
- History of music
- Pulse/Beat
- Pitch
- Tempo
- Dynamics
- Timbre
- Texture
- Structure
- Improvisation
- Composition
- Conduct
- Rondo
- Round

Ostinato
Relevant Italian Terms